THE UNIVERSITY OF CHICAGO

ROUND TABLE

EDUCATION FOR FREEDOM

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A Radio Discussion by

- STRINGFELLOW BARR
- SCOTT BUCHANAN
- ROBERT M. HUTCHINS
- ROVING REPORTER

433d BROADCAST IN COOPERATION WITH THE NATIONAL BROADCASTING COMPANY • 221

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THE UNIVERSITY OF CHICAGO

ROUND TABLE

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NOTE

The supplementary information contained in the footnotes to the following text, developed by staff research, is not to be considered as representing the opinions of the ROUND TABLE *speakers. Following the transcript of the broadcast are questions which readers may wish to use for analysis and discussion. It is hoped that teachers and discussion leaders may find this additional service of the* ROUND TABLE *transcript helpful in their study of the subject discussed in the broadcast.*

EDUCATION FOR FREEDOM

A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST*

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STRINGFELLOW BARR, President, St. John's College

SCOTT BUCHANAN, Dean of the College, St. John's College

ROBERT M. HUTCHINS, President, University of Chicago

and the

ROVING REPORTER

* A radio discussion broadcast from St. John's College, Annapolis, Maryland, over stations of the National Broadcasting Company, Sunday, June 7, 1942, at 2:30 P.M., Eastern War Time.

The ROUND TABLE, oldest educational program continuously on the air, is broadcast entirely without a script, although participants meet in advance, prepare a topical outline, and exchange data and views. Subjects are chosen because of their social, political, or economic significance. The program has no "ax to grind." In the selection of speakers, the effort is to provide a balanced discussion by participants who have special competence and knowledge. The opinion of each speaker is his own and in no way involves the responsibility of either the University of Chicago or the National Broadcasting Company.

EDUCATION FOR FREEDOM

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Every June the colleges and universities of the United States turn hundreds of thousands of young men and women out into the world with a diploma certifying the completion of their education. This year's graduates enter a world at war.

Has the education these American youth have received fitted them for today's world? Has it prepared them for war and the winning of victory? Perhaps of greater importance, has their education fitted these graduates for freedom?

This is a problem that bears no date stamp. It was important last year, twenty-five years ago, and it will be of even greater importance tomorrow. Upon the answer to these questions and upon the effectiveness of education now and during the next years may depend the future of America. To discuss "Education for Freedom," the University of Chicago ROUND TABLE *opened its microphone to three distinguished American educators and its Roving Reporter.*

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REPORTER: I roved yesterday into the Office of the War Production Board in Washington and asked an official what he thought about education for freedom. He said he wasn't thinking about education right now. He was thinking about winning the war. Can you high and learned men justify higher learning in wartime?

MR. HUTCHINS: I know that one university is training a thousand signal men for the Navy, a thousand radio men for the Navy,

and twenty-five hundred students sent by the Office of Education to be trained for war management and war industrial production. We're training four hundred and fifty meteorologists. What does the high and learned official of the War Production Board want?

MR. BARR: I can add that I congratulate this "mysterious and unknown" university on doing excellent vocational training; but, if we're going to consider education for freedom, I'd like to question whether vocational training bears on any of the so-called four freedoms, except freedom from want. And I'd further question whether vocational training guarantees a man a job as well as skill to meet the conditions of the job.

REPORTER: Let's get vocational training straight. What *is* vocational training?

MR. BUCHANAN: I suppose it is training in the manual skills. I should think that that was the basic idea. Of course, it's been done in many different ways. It's been done by the apprentice system, in which students work in the trade, in the factory, or in the workshop. But now it's become more and more institutionalized, and that's become one of the big problems in public education.

REPORTER: Has this boom in vocational training in the schools been going on for a long time?

MR. BUCHANAN: Yes. The thing is happening all the way along the line, but the high schools are where it shows the best—or worst—at present. They've gone in heavily for it, because people have to earn a living.

MR. BARR: And the war has increased it. There's pressure on high-school principals today to substitute welding for mathematics.

MR. HUTCHINS: We always have had poultry-raising, salesmanship, typewriting, and things of that sort in the high school, haven't we?

REPORTER: I have some statistics here from the American Vocational Association, which informs me that by the end of this month more than two and a half million men and women will have completed training in the public schools for war production jobs; and that the War Manpower Commission and the War Production Board want another two and a half million men and women trained in the year to come.

MR. BARR: Buchanan, you were saying that that's a good thing.

MR. BUCHANAN: Yes. I think there's a good deal to be said for it. I should say that one of our great problems in a liberal college at present is that more and more people haven't any manual skills to build any other skills on.

MR. HUTCHINS: Why is it a good thing? I don't see why this has to be done in the schools and colleges. I should think that the place where a man would learn a trade best would be in the trade.

MR. BUCHANAN: I believe that there is a trade-union story on that, but I imagine that there are other problems, too. That is, the home used to be the place where a great deal of this was learned.

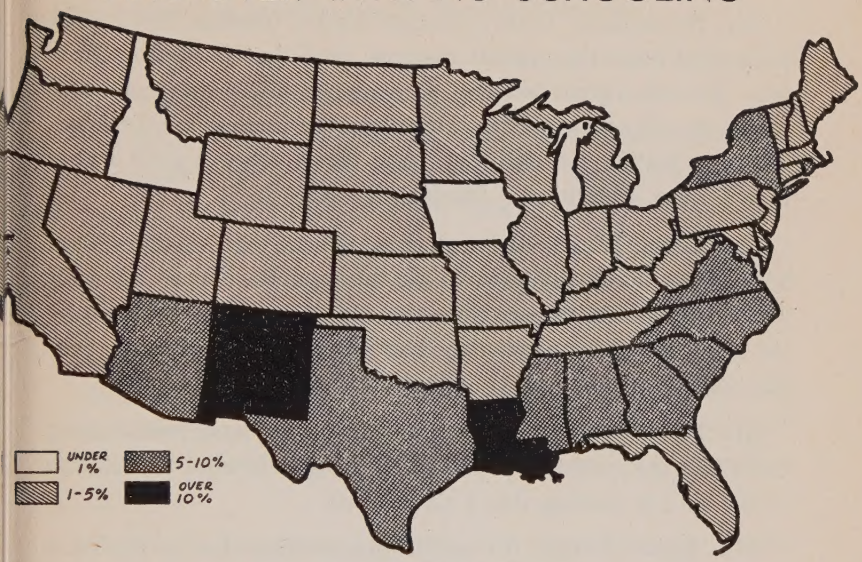
MR. HUTCHINS: You're not insisting on institutionalized vocational training. What you're saying is that the war has presented us with an emergency in which the government has to train many men and women in the mechanics of industrial operations. I take it that we all approve of that. The only question is whether this should be extended on an institutional basis. And perhaps a second question is: Suppose we get all the vocational education that everybody wants. Is it enough?

REPORTER: Is it enough for what?

MR. BARR: Is it enough for freedom if a war is being fought and people are dying in the name of freedom?

REPORTER: What does vocational training for a job free a man

PER CENT OF POPULATION AGED 25 AND OVER WITH NO SCHOOLING



SOURCE: CENSUS OF 1940

from and for? It certainly enables him to get a job, doesn't it, which is pretty important.

MR. BARR: And, therefore, I repeat, it frees him, or *might* free him, from want, although not necessarily, as there might be no job.

MR. HUTCHINS: Yes. I think we have to bear that in mind. We've seen vocational education rise to great heights in this country. It rose to great heights, oddly enough, at the bottom of the depression, and it didn't do the graduates any good.

MR. BARR: Isn't an even more important point for us—if we admit that at the depth of a depression a man could have very good vocational training and still not find a job—to know whether, had he found the job, he would still have gotten the kind of education

that would enable him to meet the obligations of citizenship as well as the obligations of a worker?

MR. BUCHANAN: There is another kind of freedom that I think vocational education almost destroys, and that is freedom from fear. There is a great fear that if a man has only a vocational education he will not be able to shift whenever there is a depression, a war, or anything of that sort. And that destroys a good deal of hope for any other kind of freedom, if a man has it.

REPORTER: It's obvious to all of us, I guess, that we need a lot of vocational training right now to win this war. But I observed in the *London Economist* recently that the education given the Poles by the Nazis is strictly vocational. That gives me some concern about this spread of vocational training in the schools.

MR. HUTCHINS: I think Barr and Buchanan have been making essentially the point that vocational training is the kind of education or the kind of training that a slave needs.

MR. BARR: I think it's worth remembering that in the slave society we had on American soil once slaves were vocationally trained. They had to be in order to do their labor properly.

REPORTER: But don't we have to face the fact that this is war and that we must produce and that we must fight? President Karl Compton of the Massachusetts Institute of Technology says that no need in the country is so urgent as that for more and better technically trained men. No objective is more important than increased productive power. Doesn't he have something there?

MR. HUTCHINS: Mr. Compton certainly has something there. He has something very important there. Nobody here, certainly, is going to deny the importance of production in winning the war. But there are other things that are important, even in winning the war; and certainly after the war there is something very much more important than a technical skill.

MR. BARR: I accept your statement that to win a peace, as we're fond of putting it now, and to win a war we're going to need liberal education and not merely vocational training.

MR. HUTCHINS: I think we ought to stop Barr and make him tell us why we have to have liberal education to win the war.

MR. BARR: I think that it's interesting that the Army and Navy, in a somewhat blind fashion, because it's not their prime responsibility (it's the responsibility of the colleges), have been making it clear that they need, particularly for officer personnel, that quality that vocational training alone will not furnish, because this war will not be won merely by people turning out planes but by people thinking well enough to use the planes when they get them.

REPORTER: Just a minute! The Nazis have been given vocational training. They haven't been taught to think, and yet they seem to do a good job of fighting. Why do we have to be taught to think?

MR. BARR: Because we are trying to save more through this war than a Nazi wants to save. The Nazi is interested in winning the war and imposing his will; and we're interested in winning the war and finding justice for all men, which is a much more complicated problem to tackle.

MR. HUTCHINS: You mean you have to understand what justice is to win a war for that purpose?

MR. BARR: I do. Consequently, the goal the Nazi has set for himself is an easier one than that the Americans are going to have to set for themselves if they're going to prove worthy of the American tradition.

REPORTER: President Wood of Stevens College and Mr. Givens, the secretary of the National Education Association, have both told me that they think that vocational education—training for jobs and production—must be emphasized at this time.

MR. BUCHANAN: Do they mean it must be emphasized to the exclusion of the other? That would seem to me to be a very dangerous thing.

REPORTER: No, both of them were very insistent that when peace returns we won't need as many technically trained people as we do now; and that meanwhile we should give them as much of a general education as we can without interfering with training them for technical production.

MR. HUTCHINS: Would they take the view that this technical training was more important than liberal education?

REPORTER: They take the view, not that technical training is more important than liberal education, but that *at the moment* it is more important than liberal education.

MR. HUTCHINS: You're saying, then, that at the moment they take the view that, because of the war, liberal education is less important than vocational training?

REPORTER: Yes, but both of them are interested in what you call "liberal education," or what they call "general education."

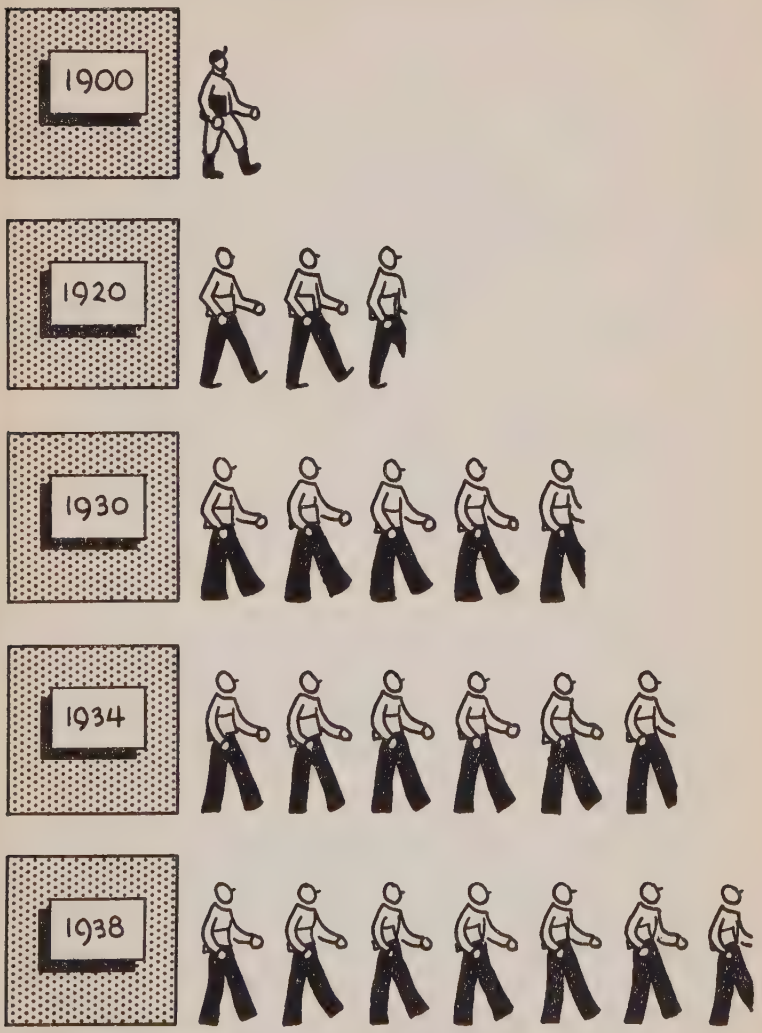
MR. BARR: As a peacetime luxury?

REPORTER: No, both of them, and a great many of the other educators to whom I talked, insisted that the kids in college today should get as much general education as possible, providing it does not interfere with the training for production and fighting, which is the immediate job we have to do.

MR. BUCHANAN: Have they any clear idea what they mean by the general, liberal education?

REPORTER: I think in general that what they were referring to was education in culture, history, ideas, philosophy; and they were insistent, as were a great many other educators, that those were in ordinary times the more important things to teach.

PER CENT OF 14–17-YEAR-OLDS ENROLLED IN SECONDARY SCHOOLS



Each Complete Symbol Equals Ten Per Cent

MR. BUCHANAN: That is chiefly for officer material, isn't it?

REPORTER: They were not thinking of Army or non-Army people. They were thinking of war workers, both for the Army and for industry.

MR. BUCHANAN: I suspect, you see, that both the Navy and the Army are using their old formula here. They want officers and gentlemen; and that's all they see in a liberal college. I think they've got a genuine point there. That is, we ought to be able to answer a question that they can't. But, at the moment, I doubt very much whether they know what they're after in education.

REPORTER: Well, Hutchins, what is this liberal education that you three men seem to think is more important than vocational training?

MR. HUTCHINS: Liberal education is an education in reading, writing, and figuring. It enables the person who has it to understand and to judge, and to understand particularly the intellectual tradition in which he lives. It's an education that fits a man for freedom, in other words.

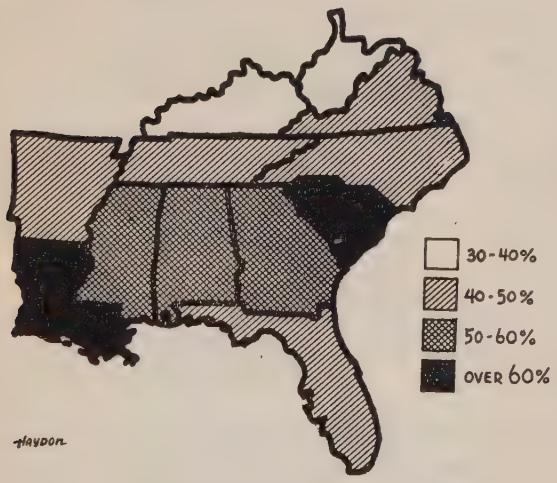
MR. BUCHANAN: Can you describe the utility of those things in contemporary life?

MR. HUTCHINS: In a sense, I suppose that liberal education is vocational education. Liberal education, as we've already mentioned, is probably the best vocational education for an officer in the armed forces. It develops his habits of clear and incisive thinking, which the armed forces require.

In another sense (and in a much broader sense), liberal education *is* vocational education. Liberal education fits every man for his calling as a man; and it particularly fits the free citizen for his calling as a free citizen.

MR. BARR: Isn't Hutchins saying that citizenship is an extremely high vocation—higher than any of the vocations ordinarily taught in vocational schools?

PER CENT OF SOUTHERN NEGROES AGED 25 AND OVER WITH LESS THAN FIVE YEARS OF SCHOOLING



SOURCE: CENSUS OF 1940

REPORTER: I think that many people would like to know—as would Professor Kilpatrick of Columbia and President Warren of Sarah Lawrence—whether the liberal education you're talking about can be got out of books alone.

MR. BUCHANAN: There's one danger in that that I think we ought to point out. You can get technical education out of books—up to a certain point. That is, vocational people could study books and it would be all right. The danger when academics get after books is that they long for culture; they become "culture hounds." And there's a lot of that going on in our liberal colleges at present.

MR. HUTCHINS: You mean they use their books as decorations for dinner-table conversation?

MR. BUCHANAN: Yes. That's typical, I take it, in the armed forces in peacetime and wartime—to play off your culture in that way.

REPORTER: But aren't you in favor of books?

MR. BUCHANAN: I certainly am, but I think that there's a great danger in using them that way unless we know what we're doing more than a good many colleges do at present.

REPORTER: What is this liberal education that teaches a man to think? What good is it in wartime, when we've got to fight first and then think?

MR. HUTCHINS: Are you actually insinuating that in order to fight you don't need to think?

REPORTER: Well, all I can do is repeat what I have discovered by roving among the Nazis and that is that they don't think, and they fight well.

MR. HUTCHINS: Well, I certainly should hate to have any high officer in the Nazi forces hear you make that remark. The intellectual level of military leaders throughout the world (if they have been successful) usually has been very high indeed.

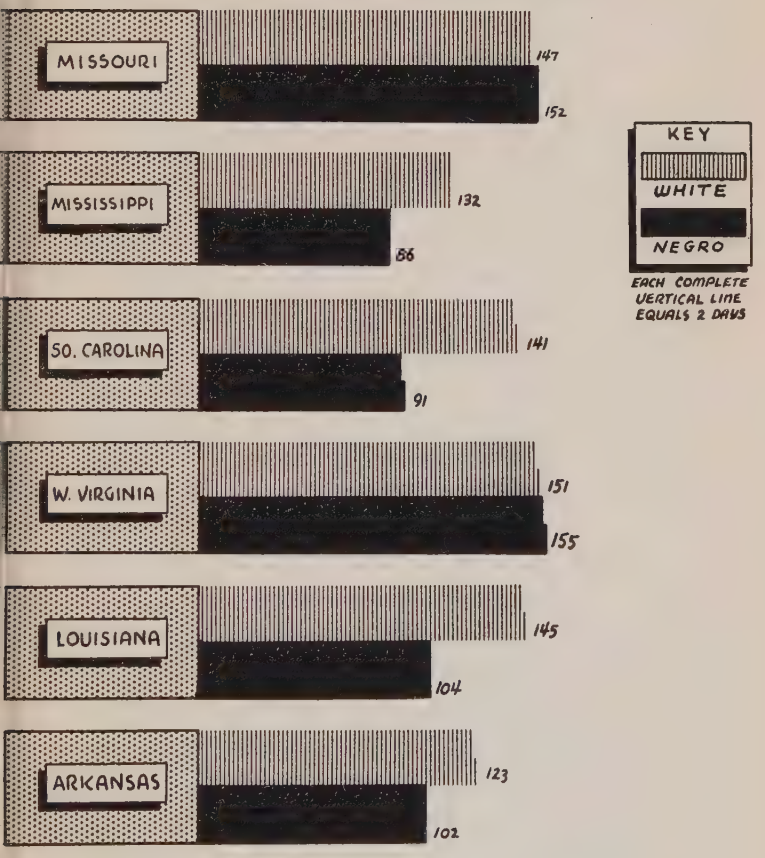
MR. BUCHANAN: I believe that they are all taught geopolitics, aren't they?

REPORTER: I thought we in America understood that the Nazis are not given what we would call a liberal education. Are they?

MR. BARR: I don't want to be repetitious, but I repeat that it seems to me indisputable that we are aiming at a higher goal than are the Nazis. They have set a fairly low goal, as a matter of fact, if you consider the goals that the human race has had before it in various periods. And their goal doesn't require as complicated a kind of understanding as our goal requires. Consequently, vocational education alone will enable them to achieve their objectives. It will not enable us to achieve ours.

HOW MUCH EDUCATION?

Average Number of Days of Schooling Received per Enrolled White and Negro Pupil in Selected States



MR. BUCHANAN: Let me see if I can get a little closer to this. It seems to me that we must train people who can make decisions. That seems to me the essence of what you mean by a free man. And it's a most difficult thing to do. And that's where the liberal college

comes in, in almost the highest technical and vocational sense you can imagine, just at the moment, in winning the war.

As far as politics is concerned, the whole business of deliberation and legislation and judiciary action—all that kind of thing—depends upon it very much. In fact, our whole system of representative government depends upon it.

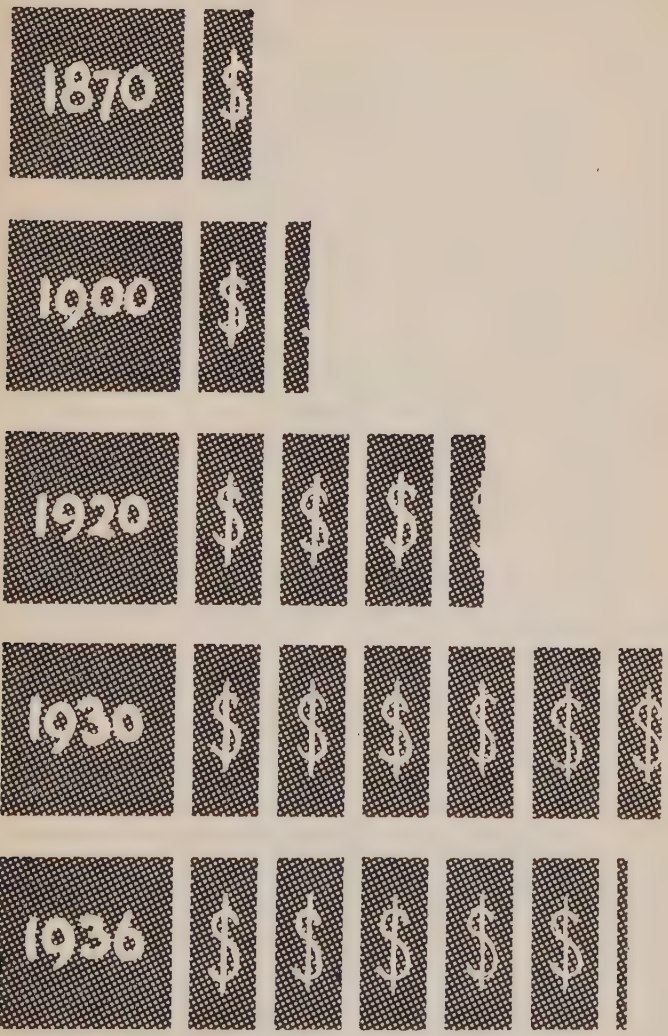
REPORTER: There are a lot of programs which have been inaugurated by the Army, the Navy, the Marine Corps, and the Air Corps that are called "V" programs, which permit students to complete their college work before going into the armed services. Are those students continuing their liberal education so that they will be liberally educated men?

MR. HUTCHINS: Yes, for the most part they are being permitted to continue their college education; and that is about all that is required of them. Some of the Navy programs insist on mathematics, but the plan for the Army enlisted reserve corps insists on nothing at all except residence in an ordinary college of liberal arts and eventual graduation from it. But we should want to make a distinction, I think. We should not want to say that because men were in liberal arts colleges today they were getting a liberal education. It may be that the Army and the Navy have some subconscious notion that that is what is going on, but the kind of liberal education that we have been talking about is not offered in the majority of the colleges of the United States.

MR. BARR: Would you say that if that kind were offered the Army and Navy would not now be complaining (as they are complaining) that the material they get from the colleges doesn't make good officers?

MR. HUTCHINS: I certainly should. The Army and the Navy have consistently represented to the colleges that the fundamental training in the liberal arts is so deficient that they cannot expect to derive from the colleges the kind of officer material they want.

PRIMARY- AND SECONDARY-SCHOOL TEACHERS' AVERAGE ANNUAL SALARIES



Each Complete Symbol Equals 250 Dollars

MR. BUCHANAN: That is particularly true in regard to mathematics, isn't it?

MR. HUTCHINS: Particularly in mathematics.

MR. BARR: I would regret the implication in this conversation that the requirements for an officer are so much higher than the requirements for a citizen of a free republic that we'd better get busy and give some good education so we can win the war. I'm sure you would agree with me that we ought to see in the war a revealing catastrophe. Here we have a lot of people coming out of so-called colleges of liberal arts whose minds are not well enough disciplined either to make good officers or to make good voters.

MR. HUTCHINS: I certainly agree.

MR. BUCHANAN: You can see this even more clearly if you look at the accelerated programs themselves.

MR. HUTCHINS: What is an accelerated program?

MR. BUCHANAN: It's a speed-up program—when you eliminate vacations during a year.

MR. HUTCHINS: You mean the colleges are now taking vacations out of their programs and teaching their regular courses of study in the vacation period?

MR. BUCHANAN: Yes. Most colleges are going right on now. They are going to put on the whole four-year course in about two and a half years, supposedly. They are leaving out a lot more than just time when they do this, though. They are leaving out the ordinary leisurely pursuits that help students to mature and to digest and assimilate what they've been learning during a term. Also, the tendency is to crowd in courses that will look more important at present, so they put in "war aims" courses and things of that sort. And it begins to look as if there were nothing in the old program that couldn't be sort of put aside. We'll be almost back to the Student Army Training Corps scheme in the end.

MR. HUTCHINS: I understand that one college has instituted courses in blackout driving, sewing and knitting, under the heading of war courses. And I heard the other day of a college in Kentucky that had introduced a course in wild-turkey hunting.

REPORTER: What would you have the colleges do if they've got to speed up their programs so that their students can complete their courses before they are called into the Army?

MR. BARR: I think Buchanan has already suggested what seems to me to be the only logical answer that the American college can accept, and that is, that by taking out the "turkeys" and the rest of the stuffing, they could very easily do a sound job of training people to think well and to write English that other people could understand; to use theoretical mathematics, because theoretical mathematics is needed in practical situations like Pearl Harbor; and, finally, to get students through school at the age of twenty, because there's no excuse for needing more time than that if the padding is removed. There is abundant time that is now being consumed on trivialities.

MR. HUTCHINS: I understand that Father Gannon, the president of Fordham, has suggested that there is so much water in the curriculum from the ages of six to twenty-two, that if we really went at this problem we could cut the program down so that a student might complete a liberal education by the age of eighteen; and Father Gannon suggests that the Bachelor of Arts degree might be awarded at that point.

REPORTER: The way you gentlemen run down your own profession helps me to understand why there is such a strong undercurrent of dissatisfaction in the country, as manifested by people I talked with and by letters to the newspapers these days, with the deferment of college men.

Several people have told me that the statements that Senators Hill and McNary made the other day in the Senate outraged them.

The senators did not think that the lowering of the draft age would be a good thing because it might interfere with college education. A great many people whose children cannot afford to go to college pointed out that they thought that that was unfair.

MR. BUCHANAN: Hutchins, you've got some facts about the economics of this accelerated program that we ought to hear.

MR. HUTCHINS: Well, the economics of the college speed-up comes down to about this: That only 4 per cent of the American people graduate from college.

Countless studies show that there is a direct relationship between the income of the student's parents and the educational stage that he reaches. For example, in Milwaukee every student graduating from high school whose father was making more than eight thousand dollars a year was in college. When you got to the other end of the scale, only a fifth of those whose fathers were earning less than five hundred dollars a year were in college.

REPORTER: I wonder if we aren't more or less talking in a vacuum here, since, according to the National Education Association, only 4 per cent of the young people of college age in this country go to college. If you're going to have to give people a liberal education, so that they'll be voters as well as fighters, you've got 96 per cent of the people in this country to be accounted for.

MR. HUTCHINS: You're absolutely right.

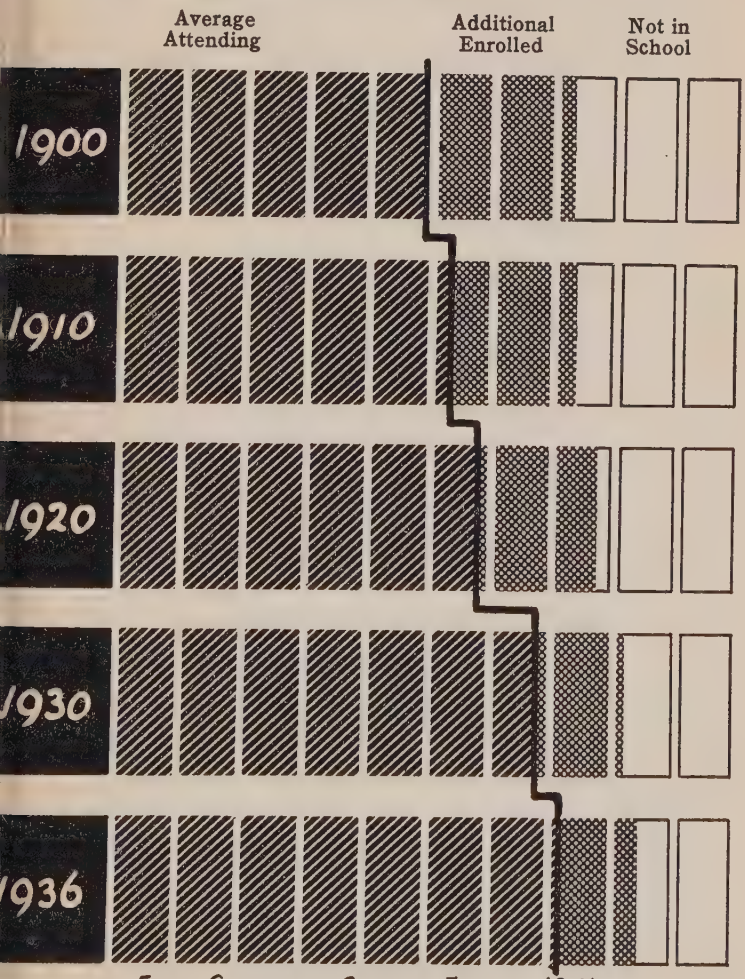
MR. BUCHANAN: The idea is, of course, that if the water is squeezed out of the present programs you can extend the whole thing and give everybody a liberal education.

REPORTER: Yes, but wouldn't it cost a fortune to put that 96 per cent into college?

MR. BUCHANAN: It certainly would; but that is exactly the price we've got to pay if we're going to get out of the tailspin we're in.

EDUCATION FOR MOST BUT NOT ALL AMERICAN CHILDREN

Per Cent of 5–17-Year-Olds Enrolled and Attending Primary and Secondary Schools in the United States, 1900–36



EACH COMPLETE SYMBOL EQUALS 10 %

MR. BARR: I think that there is one implication in your questi that I object to. You seem to me to be saying that unless we ca while fighting the Japanese and the Germans, immediately institu universal education at the liberal arts level—the college unde graduate level—then there is no use doing anything.

It seems obvious to me that if we set ourselves the job of faci that responsibility as speedily as possible we would then know w we are and what sort of men we intend to be. One of the resu would be the by-product we call "morale"; but the morale would n be something pumped up by publicity men. It would be becau Americans had finally recognized implications of the American Re olution as applied in 1942.

MR. HUTCHINS: What do you think would be the effect of su an action on our enemies?

MR. BARR: I think that the enemies would be very unhappy, b cause our enemies are actually (as many people have pointed out the press) conducting a counterrevolution against the principles the American Revolution. And we ought again to assert the pri ciples of the American Revolution.

MR. HUTCHINS: It seems to me that you are advancing a ve revolutionary doctrine.

MR. BUCHANAN: Just like Thomas Jefferson a hundred years ag

REPORTER: Yes, but wait a minute. Mr. Hutchins runs an e clusive university where a child has to have three hundred dollar year for tuition alone and another six or seven hundred dollars year for football tickets and the rest of the amenities that go wi college life.

MR. HUTCHINS: Where did you say the football tickets were b ing sold?

REPORTER: They *used* to be sold at Chicago. Well, now the fo ball tickets are given away there, to paper the walls with, perha

ut it costs a lot of money to go to your university, Hutchins. I ake it that all three of you men are saying that every child in the ountry ought to go to college.

Mr. Hutchins: That is what is revolutionary about the doc- ine. We are saying that this is the education that every free citi- en of every free community must have if we want to be free. If we ant our community to be free, then all our citizens who can must ave it.

Reporter: That's very fine talk, but where are the poor going o get the money to send their children to college?

Mr. Hutchins: The poor will have to get it from the federal gov- rnment or from other agencies that are prepared to subsidize them.

Mr. Barr: Wasn't this whole argument fought through decades go, when it was a question of whether this country could afford to ive high-school education?

Mr. Hutchins: It certainly was.

Reporter: Just a minute! Are the 96 per cent who do not now o to college capable of getting this liberal education? Are they able o understand these big ideas?

Mr. Hutchins: Let's get the figures straight. Only 4 per cent *raduate*—many more than that go to college.

Mr. Barr: The one statement that the American people have nconsciously accepted from the Nazis is that "everybody present xcept myself is a dope." When they talk about the American pub- c they talk about them as if they were incapable of thinking. I see o signs that they are correct.

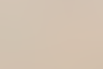
Mr. Buchanan: The doctrine of equality is based on another ssumption, which, I believe, is back of the great need we have here, nd that is that all people have intellects that can be trained.

MR. HUTCHINS: If they haven't intellects that can be trained they are not human, and we don't admit that any Americans are not human.

REPORTER: Well, do you gentlemen recommend that this country, which is putting all the effort its got into this war and all the money its got into this war, should embark on so colossal a program as universal college education?

MR. BARR: I do, for my part, but I should like to add that the country would be foolish if it insisted on *reaching* that goal by Thursday.

MR. HUTCHINS: We're agreed that education in this country has been largely devoted to an effort to teach people how to earn a living. Now it seems likely to be diverted to teaching people the mechanics of industrial production and the mechanics of military operations. We hold that such training is necessary. But it is training which must be added to or superimposed upon that basic liberal education which fits men for freedom. This liberal education is training in reading, writing, figuring, understanding, and judging. It is the education which the free citizen of a free community must have in war as in peace. The result of the war, and the nature of the world which comes out of it, may depend on our ability to reconstruct education so that every man everywhere has a chance to learn to be free.



SUGGESTED READINGS

CONANT, JAMES B., "American Youth and the War," *Vital Speeches*, June 1, 1942. *A discussion of the problem of educating our future officers.*

DONHAM, WALLACE, "The College in a Changing World," *Harper's*, January, 1942. *Advocates more vocational training in the colleges.*

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MURSELL, JAMES L., "A New Focus for Our Schools," *Harper's*, April, 1942. *Argues for greater effort in educating youth for community living.*

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WATSON, GOODWIN, *How Good Are Our Colleges?* "Public Affai
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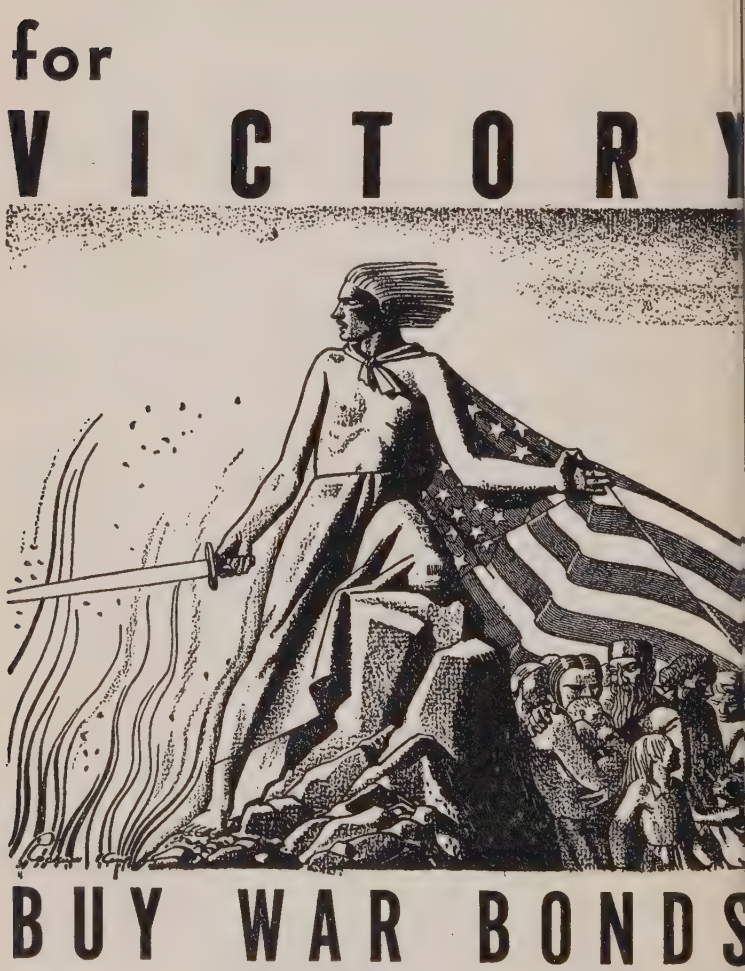

PERMISSION OF ROCKWELL KENT

QUESTIONS FOR ANALYSIS AND DISCUSSION

The following questions of wider scope, intended for discussion, are suggested by the broadcast, and answers may be found in the literature on the subject listed in the section "Suggested Readings," found on pages 23–24.

*

1. Do you think American youth have been given an education that fits them for freedom? Discuss.
2. In what ways would you justify the higher learning in wartime?
3. What is vocational training? Has the recent history of American education been one of increasing emphasis upon vocational training? Does vocational training educate for freedom?
4. What do you understand by the term "liberal education"? Would a liberal education give a man an understanding of what justice is? Would it enable a person to understand the intellectual tradition of the freedom in which he lives? Do you think the average college graduate has a liberal education?
5. How may freedom be secured? Would you agree that "the education of the citizens of a state in the ideals and methods and duties of ruling and being ruled in turn like freemen for the good life of the whole" is of central importance in securing freedom? Discuss the problem of accomplishing this.
6. Do you agree that the great mass of the American people are capable of acquiring a liberal education if they had the opportunity to do so? Do you favor a program of universal college education? Discuss the ways in which such citizenship training would contribute to the welfare of free men.

The Listeners' Round Table . . . .

Letters to the ROUND TABLE *frequently contain interesting and luminating side lights on the subject matter discussed on the a These comments are from letters received following the broadcast-d cussion of "Limiting Wartime Incomes," May 31, 1942.*

*

Save the Poor

I am a farmer—drafted to leave home June 10—who may never see my farm and loved ones again. In other words, I am called to sacrifice my all, including my life; why cannot we draft the capital of the rich for the duration . . . . ?

I trust you will do your best to save the poor American as well as the rich. . . . . We must save out of our democracy enough to insure a living for rich and poor. If we are not able to do that, we should not be fighting.

C. C., New York

*

Sick

You fellows sitting there calmly discussing the "necessity" of taxing $1,200 incomes and the "dangers" of keeping other incomes down to $25,000 make me sick. Does it ever enter into your ossified skulls that the "incomes" are human beings who must eat, live in a house, pay doctor bills? I am one of the millions who earn under $1,500, and, though living in a hole and making every penny do the work of a nickel, I have never been able to make ends meet. And now you propose tax us, too, while letting the fat g off easy.

J. H. M., California

*

Who You Foolin'?

Your ROUND TABLE discussion very interesting, and we get a l laugh out of the propaganda furnish us, but who do you fellows think y are fooling? Not the working peop You must be trying to fool yourselv and the poor rich folks.

Mrs. J., Ohio

*

Heavy Enough

I do approve of taxing the poo There are so many of them, and the will not always remain in their prese state of knowing no alternative carrying the heaviest burdens in war– in boys lost from their homes an money they need for food, shelter, an clothing, which must buy munition the use of which brings them no ben fits which they can see. But if the ta and privation burden is made heav enough, they will think of somethin

Mrs. H. M. R., Missouri

$2,500 a Year

You're on the air now with the same old heifer dust you've been handing out for years. You don't talk our language, and we don't like you. Is it possible for a wealthy American to be patriotic and make sacrifices for his country? You answer that one.

I say cut all incomes to $2,500 a year and pay an income tax on that. Are you in favor of it?

A. B., North Dakota

*

Risk-taking

In your broadcast of today two of you took the stand that great inequalities of capital are necessary, otherwise we would be denied the great risk-taking element, to whom, as you implied, credit for great steps in progress must be given.

How can you reconcile this argument with the recent expositions of industrial frustration of invention and ideas for monopolistic controls? Mustn't you admit that, rather than take risks, capital makes sure that any investment it makes lacks risk; that as a matter of fact in most instances capital is raised by public subscription in stocks of the large corporations, and the element of risk is thrust by manipulation from the hands of management to the small investor?

However, instead of your reasoning, don't you really agree that support given by our banks or by a government agency, set up to absorb shocks of risk, would encourage progress and invention? Of course it would; and it would give hope to countless enterprising people whose hopes and ideas have been frustrated by a system spoiled and outmoded by too many whose ideal was selfish gain, even at the sacrifice of general progress.

S. L. C., Massachusetts

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LISTS

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No.

1941

150. *Can Capitalism Defend America?*
153. *Guns or Butter?*
154. *Dilemma in the Far East*
156. *The Decline and Fall of the Roman Empire*
157. *Strikes and National Defense*
158. *Defense Economics*
161. *War Aims and Peace Aims*
163. *Lessons from Europe's War*
164. *The Effect of the Blitzkrieg on the Economic Order*
166. *Roosevelt* vs. *Hitler*
169. *War against the Middle Classes?*
170. *The Crisis and Your Pocketbook*
173. *Our Liberties*
174. *Blueprint for Hemisphere Defense*
177. *Defense: Who'll Pay the Piper?*
178. *Japan: Setting Sun?*
179. *National Unity*
185. *New Frontiers in Education and Research*
186. *Anti-Semitism*
188. *Economics of Blitzkrieg*
189. *Showdown with Japan?*
190. *Science and War*
191. *Defense Inventory*
192. *The Philippines*
193. *Little Business: What Now?*
194. *Labor's Responsibility in Defense*

No.

195. *Canada: Neighbor at War*
196. *Civil Rights and "Public Danger"*
197. *Manpower: The Key to Victory*
198. *What Does Rationing Mean?*

1942

199. *Morale: Ours and Theirs*
200. *How To Meet the Menace of Inflation*
201. *Censorship*
202. *How United Are the Americas?*
203. *Are We Overconfident?*
204. *Labor Policies in Wartime*
205. *What Should the Churches Do in War?*
206. *What Should We Teach Our Youth Now?*
207. *Propaganda: Good and Bad*
208. *Civilian Defense*
209. *Taxes* vs. *Axis*
210. *Women, Work, and the War*
211. *The American Temper*
212. *India*
213. *Wanted: 30,000,000 Men*
214. *War Profits*
215. *War and the Family*
216. *Politics in Wartime*
217. *Aliens in Our Midst*
218. *Radio in Wartime*
219. *Children and the War*
220. *Limiting Wartime Incomes.* May 31

All Round Table Transcripts Contain Added Factual Material in the Form of Graphs, Maps, Pictographs, Footnotes, Bibliographies, Etc.

How Does War Affect Your Freedom?

You should read: *Our Liberties* (*173*) and *Civil Rights and "Public Danger"* (*196*). These discussions review the traditions of American liberty and report upon the effects defense and war have had upon them.

ROUND TABLE NETWORK OF 102 STATIONS

2:30 P.M. EASTERN WAR TIME

City	Call Letters	Kilocycles	City	Call Letters	Kilocycles
Allentown, Pa.	WSAN	1470	Lima, Ohio	WLOK	1240
Altoona, Pa.	WFBG	1340	Manchester, N.H.	WFEA	1370
Asheville, N.C.	WISE	1400	Miami, Fla.	WIOD	610
Atlanta, Ga.	WSB	750	New York, N.Y.	WEAF	660
Baltimore, Md.	WBAL	1090	Norfolk, Va.	WTAR	790
Boston, Mass.	WNAC	1260	Philadelphia, Pa.	KYW	1060
Buffalo, N.Y.	WBEN	930	Pittsburgh, Pa.	KDKA	1020
Charleston, S.C.	WTMA	1250	Portland, Me.	WCSH	970
Charlotte, N.C.	WSOC	1240	Providence, R.I.	WJAR	920
Cleveland, Ohio	WTAM	1100	Raleigh, N.C.	WPTF	680
Columbia, S.C.	WIS	560	Richmond, Va.	WMBG	1380
Columbus, Ohio	WCOL	1230	Rochester, N.Y.	WHAM	1180
Dayton, Ohio	WING	1410	Savannah, Ga.	WSAV	1340
Detroit, Mich.	WWJ	950	Schenectady, N.Y.	WGY	810
Florence, S.C.	WOLS	1230	Springfield, Ohio	WIZE	1340
Grand Rapids, Mich.	WOOD	1300	Tampa, Fla.	WFLA	970
Greenville, S.C.	WFBC	1330	Washington, D.C.	WRC	980
Jacksonville, Fla.	WJAX	930	Wilmington, Dela.	WDEL	1150
Johnstown, Pa.	WJAC	1400	Winston-Salem, N.C.	WSJS	600
Lakeland, Fla.	WLAK	1340	Zanesville, Ohio	WHIZ	1240

1:30 P.M. CENTRAL WAR TIME

Amarillo, Texas	KGNC	1440	Louisville, Ky.	WAVE	970
Birmingham, Ala.	WBRC	960	Madison, Wis.	WIBA	1310
Bismarck, N.D.	KFYR	550	Mankato, Minn.	KYSM	1230
Bristol, Tenn.	WOPI	1490	Memphis, Tenn.	WMC	790
Chicago, Ill.	WMAQ	670	Minneapolis and St. Paul, Minn.	KSTP	1500
Duluth, Minn., and Superior, Wis.	WEBC	1320	New Orleans, La.	WSMB	1350
Eau Claire, Wis.	WEAU	1070	Oklahoma City, Okla.	WKY	930
El Paso, Texas	KTSM	1380	Omaha, Neb.	WOW	590
Evansville, Ind.	WGBF	1280	Pittsburg, Kans.	KOAM	810
Fargo, N.D.	WDAY	970	Rochester, Minn.	KROC	1340
Fort Wayne, Ind.	WGL	1450	St. Cloud, Minn.	KFAM	1450
Fort Worth, Texas	KGKO	570	St. Louis, Mo.	KSD	550
Hattiesburg, Miss.	WFOR	1400	San Antonio, Texas	WOAI	1200
Indianapolis, Ind.	WIRE	1430	Shreveport, La.	KTBS	1480
Jackson, Miss.	WJDX	1300	Sioux Falls, S.D.	KSOO	1140
Kansas City, Mo.	WDAF	610	Springfield, Mo.	KGBX	1260
Kingsport, Tenn.	WKPT	1400	Terre Haute, Ind.	WBOW	1230
Laurel, Miss.	WAML	1340	Tulsa, Okla.	KVOO	1170
Little Rock, Ark.	KARK	920	Wichita, Kans.	KANS	1240

12:30 P.M. MOUNTAIN WAR TIME

Albuquerque, N.M.	KOB	1030	Phoenix, Ariz.	KTAR	620
Billings, Mont.	KGHL	790	Pocatello, Ida.	KSEI	930
Boise, Ida.	KIDO	1380	Salt Lake City, Utah	KDYL	1320
Bozeman, Mont.	KRBM	1450	Tucson, Ariz.	KVOA	1290
Butte, Mont.	KGIR	1370	Twin Falls, Ida.	KTFI	1270
Denver, Colo.	KOA	850	Yuma, Ariz.	KYUM	1240
Helena, Mont.	KPFA	1240			

11:30 A.M. PACIFIC WAR TIME

Fresno, Cal.	KMJ	580	San Francisco, Cal.	KPO	680
Los Angeles, Cal.	KFI	640	San Diego, Cal.	KFSD	600
Medford, Ore.	KMED	1440	Seattle, Wash.	KOMO	950
Portland, Ore.	KGW	620	Spokane, Wash.	KHQ	590
Sacramento, Cal.	KFBK	1530			

STATIONS CARRYING ROUND TABLE BY TRANSCRIPTION

Cincinnati, Ohio	WSAI	1360	10:30 P.M. E.W.T.
Milwaukee, Wis.	WTMJ	620	4:00 P.M. C.W.T.

THE UNITED NATIONS

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A UNIVERSITY OF CHICAGO ROUND TABLE BROADCAST

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JUNE 14, 1942

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SIR NORMAN ANGELL, author and winner of the Nobel Peace Prize, 1933

FREDERICK L. SCHUMAN, Woodrow Wilson Professor of Government, Williams College

LOUIS GOTTSCHALK, Department of History, University of Chicago

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SUGGESTED READINGS

ANGELL, NORMAN, "The Politics of Attack," *Nation,* May 2, 1942.

NASH, WALTER, "United Nations in War and Peace," *Free World,* June, 1942.

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